



Bio poem

PM37

Your name/s Date

Jamie

Strong, lazy, fast and fit

Son of John and Barbara, brother of Dylan and Ben

Lover of rugby league, chocolate cake and my PSP

Who feels sorry for poor people, happy when Australia wins in any sport and bored in the holidays

Who needs energy to run, friends to play with and parents to look after me

Who gives everything to his friends, money to the poor and smiles

Who fears homework, girls and the pool changing-rooms

Who would like a boat, to play for the Melbourne Storm league team, a transforming car

Who comes from Sydney, Australia and lives in Melbourne, Australia

Fisher

Your first name

4 words to describe yourself

Son/daughter/sister/brother of

Lover of ... 3 things

Who feels ... 3 things

Who needs ... 3 things

Who gives ... 3 things

Who fears ... 3 things

Who would like ... 3 things

Who comes from (place and country) and lives in (place and country)

Your surname

AUTOBIOGRAPHY

My name is, I am years old,
and this is the story of my life so far.

I was born on.....^{date} in^{place} .
As a baby, I Perhaps
the most significant event of my early life was
.....

I started school at the age of and my first
memory is of..... Since then,
I've been in^{how many} classes:^{list them} .

The most vivid memory of my school career is
.....

When I was^{age},^{what happened?} .
This was an important event in my life because
.....

The most amusing thing that has ever happened to
me was

'My name is Michael Burton, I am 10 years old, and this is the story of my life so far.

I was born on 28th May 1995 in Manchester, England. As a baby, I was apparently rather noisy and not a very good sleeper. My mum says I squawked practically all the time and she didn't get a proper night's sleep for two years! Perhaps the most significant event of my early life was moving house when I was two. We moved up to Scotland and have lived here ever since. I don't remember anything about Manchester at all.

I started school at the age of five and my first memory is of drinking my milk through a straw. The other boys and I used to have a competition to see who could make the most noise when we were draining the bottle. Since then, I've been in five classes, three at my first school in Dundee, and two here at Corphin School in Galashiels. At Corphin I've been in Mr Marks' class and Miss McLelland's class.

The most vivid memory of my school career is the day I started at Corphin School. I was really scared about starting a new school, but as soon as I arrived I met a boy with red hair and a big grin who said he'd show me round. His name is Alex Sanders and we've been best friends ever since.

When I was five, my little brother James was born. This was an important event in my life because I wasn't the youngest in the family any more. Also, I didn't have my mum all to myself any more - this was quite hard to cope with to start with, but now Jimmy is growing up a bit, I'm more used to him.

The most amusing thing that has ever happened to me was when Jimmy was playing in some squooshy leaves in the park, and he suddenly started yelling that he was sinking. I ran and grabbed him and pulled him free - and he left his wellies behind. They sunk slowly into the squoosh, and we never saw them again!

Talk about

- the organisation of the talk: the six paragraphs deal with introduction, babyhood, school, a vivid memory, an important event, an amusing event.
- the possibility of using some visual aids (photographs, a poster, maybe even home video) to illustrate the talk.
- the importance of ensuring that each sentence of the talk doesn't begin with 'I'. Note the many ways in the frame of avoiding this.
- how extra detail makes the talk more interesting. Pupils should feel free to add to the frame, and to elaborate on any part.

 We're thinking of . . .

Somewhere

..... and I are thinking of a place that is
indoors/outdoors.

*If you were in this place you would probably be able
to hear*

You might be feeling

In this place you might be able to smell
.....

You would probably see
.....

We would/would not like to visit this place because
.....
.....

'Brian and I are thinking of a place that can be indoors or outdoors.

If you were in this place you would probably be able to hear **shouts, laughter and splashing**.

You might be feeling **wet and perhaps a bit shivery**. Your feet would feel **hard cold tiles beneath them**. If it is outdoors, the way you feel would **depend on the weather**, but indoors it is usually quite warm.

In this place you might be able to smell a **chemical called chlorine**. You might also **smell wet human bodies!**

You would probably see **people in swimming costumes, splashing about in clear blue water**. Some of them might have **rubber rings or lilos**. You would also see **diving boards, and perhaps water chutes and springboards**. The whole place would probably be **tiled and quite light in colour**.

We would like to visit this place because **we both like swimming and messing about in water.**'

Talk about

- choosing a place. Provide some examples to get them thinking, e.g.:

| | | |
|-------------|-------------|------------------|
| kitchen | beach | funfair |
| classroom | countryside | football stadium |
| school hall | busy road | aircraft |
| supermarket | garden | bus |

- how to deal with 'indoors/outdoors'. Show children how to decide which fits the place they are describing, and to delete the alternative word (or adjust as we have above, if necessary).
- taking time to build up your description. This involves using your imagination and thinking yourself into the environment. The sentence frames encourage the use of all the senses.
- keeping improving on your description as you practise.
- trying to use 'grown-up' language structures and vocabulary, e.g. 'a chemical called chlorine', 'quite light in colour'.

Four . . .

Good uses for a . . .

Our group has discussed and decided on four good uses for a

One use for this object would be as a

This would be a good use because

.....

Another possible use might be,

because

We also think it would be useful as

Our reasons for thinking this are

.....

Finally, it is, so it could be
used for

We think our best suggestion is

because

'Our group has discussed and decided on four good uses for a jam jar.

One use for this object would be as a container for small objects like buttons, nails or paperclips. This would be a good use because the glass is transparent so you could see immediately what you have got in there, and how many.

Another possible use might be as a home for small creatures like caterpillars or tadpoles, because you would be able to watch them through the glass, and they would also get plenty of sunlight. For caterpillars you would have to put a lid on so that they did not escape, and holes in the lid so they could breathe.

We also think it would be useful as a vase for flowers. Our reasons for thinking this are that it is a waterproof container, so the flower water would not leak out, and that it is the right sort of size. You could decorate it by painting the outside in bright colours to match your room.

Finally, it is made of glass, so it could be used for lighting a fire, using the rays of the sun. If you were shipwrecked, you could make a pile of dry grass, then position the jar so the sun's rays were directed through it on to the grass. Eventually it would heat up enough to set them alight and you would have a bonfire to attract attention.

We think our best suggestion is the last one about using it to make a fire if you were shipwrecked because that is a matter of life and death.'

Talk about

- choosing an item to talk about – provide a selection of items and give one to each group, e.g. bin bag, umbrella, scarf, pair of tights, matchbox, toilet-roll tube, pile of old newspapers.
- thinking about and around the item: the group could brainstorm by all writing down at least one suggestion and then sharing ideas.
- not being too quick to choose – the more you talk, the better the ideas that develop.
- ensuring that ideas are not too 'off the wall' – they should be reasonably practical.
- how to explain and justify the uses, using explicit, organised sentences.
- the use of language in the frame to ensure that the four points are clearly delineated (state that there are four points at the outset; show clearly that you are moving from one point to the next, e.g. *One use ... ; Another ... ; We also think ... ; Finally ...*).
- note that language is varied (e.g. *One use would be; would be useful; could be used for*) – this is much more effective than repetitive enumeration, e.g. *The first use is; The second use is; The third use is ...*
- the 'tentative' language of creative thought (*could, would, possible, might be*).